**Teacher(s) Name**: Kortney Langes, Justin Rice, Marcus Williams, Rebecca Postans

**Thematic Unit Theme:** Early Florida History

**Title:** The Exploration and Settlement of Florida

**Grade Level:** Fourth Grade

**Wiki space address:** <http://ucfgr4explorationandsettlementoffloridaf09.wikispaces.com/>

# Daily Lesson Plan Day/Title: Day 1, The First Explorers

|  |  |
| --- | --- |
| Learning Objectives **What will students accomplish / be able to do at the end of this lesson?** | * The student will gain an understanding of Spanish explorer Juan Ponce de Leon. * The student will gain an understanding of the connection between Christopher Columbus and Juan Ponce de Leon. * The student will be able to map the routes of the explorers. * The student will have an understanding of the Fountain of Youth. * The student will understand the motivation of the two explorers and why they came to Florida. |
| **NCSS Theme/Sunshine State Standards** List each standard. Cutting and pasting from the website is allowed. *These can be downloaded from the Florida Dept of Education* [*http://flstandards.org*](http://flstandards.org)*.* | **NCSS Theme:**   * NCSS #2 – Time, Continuity, and Change   **Sunshine State Standards:**   * [SS.4.A.3.1: Identify explorers who came to Florida and the motivations for their expeditions.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl04$HyperLink2','')) * [SS.4.A.3.7: Identify nations (Spain, France, and England) that controlled Florida before it became a United States territory.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl16$HyperLink2','')) * [SS.4.A.3.6: Identify the effects of Spanish rule in Florida.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl14$HyperLink2','')) * [SS.4.G.1.4: Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl10$HyperLink2',''))   **Cross-Curriculum Standards:**   * [LA.4.5.2.3: The student will listen attentively to speakers and takes notes as needed to ensure accuracy of information;](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl10$HyperLink2','')) * [LA.4.4.2.2: The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl10$HyperLink2','')) * [LA.4.4.2.5: The student will write simple directions to familiar locations using cardinal directions, landmarks, and distances, and create an accompanying map.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl16$HyperLink2','')) |
| Student Activities & Procedures  *Teacher Activities/Student Activities*   * What best practice strategies will be implemented? * How will you communicate student expectation? * What products will be developed and created by students? | **Introduction:**   1. The teacher will explain to students what they will be learning throughout the week. State the names of all seven explorers they will be learning about as well as St. Augustine. Explain that all of the explorers helped in the discovery of Florida. Ask following questions to entice the students and see what they already know about the subject.   *- Does anyone know an explorer that has explored Florida?*  *- Does anyone know what countries any of the explorers came from?*  *- What do you already know about St. Augustine?*  \*Introduction should last no more than **10 minutes.**   1. The teacher will hand students Christopher Columbus and Juan Ponce de Leon note take sheets. \*Remind students that they must take notes especially of key facts such as “Where did Ponce de Leon travel from and to?” The sheets will then go in the Explorer’s Bag when completed. 2. Show PowerPoint to students. The file is “FL Explorers.ppt”. Teacher must make sure to check that PowerPoint works in the classroom if not each student should be provided with a hardcopy of the lesson. Should not last more than **10 minutes.** 3. After showing Power Point put vocabulary index cards on board for children to see.   Vocabulary Words:  Gulf Stream – a warm current in the Atlantic Ocean that flows from the Gulf of Mexico northeast along the US coast to Europe.  Don – used as a prefix before a Spanish nobleman’s name. Similar to “Sir.”  Conquistadors – Spanish conquerors.  **Activity:**   1. Hand out Explorer Journal Day 1 worksheet to each student. Give students **15-20** **minutes** to answer the questions. If time runs short have students take assignment home for homework. 2. When time is up have students place assignment in the Explorer’s Journal. 3. Hand out an “Explorer Bag” (brown paper bag) one per student. 4. Then hand out the world map one per student. Tell students to wait for directions.   Directions:   1. Make paper bag flat. 2. Cut off the top so there is enough room inside to have a piece of paper lying horizontally and for a flap to flap over the top of the bag. 3. Glue a piece of construction paper on front side where map will be. 4. Students will then need to make a colored key for each of the seven explorer’s routes. The student will also make a compass and a title for the map. 5. Colored pencils will be used to draw the routes because they are thin.   \*Allow **15 minutes** for students to decorate their Explorer Bags.  **Closure**:   1. Make sure students know to put everything in their Explorer Bags. 2. Tell students that there is a rubric in the Explorer Bag that says how they will be graded on it. If they have any questions, ask! 3. After students finish putting everything away the lesson will be over. |
| Resources/Materials | - Explorer Bags – 1 per student  - Explorer Journals – 2 pieces of construction paper  - Markers  - Colored Pencils  - Index Cards (Vocabulary Words)  - Glue  - Christopher Columbus Note Worksheet  - Juan Ponce de Leon Note Worksheet  - World Map for Explorer Bag  - PowerPoint (Hardcopies if it doesn’t work)  - Website for Ponce de Leon information – <http://fcit.usf.edu/Florida/lessons/de_leon/de_leonl.htm>  - Website for Christopher Columbus worksheet – <http://cybersleuth-kids.com/explorers/c_columbus.pdf>  - Website for Ponce de Leon worksheet - <http://cybersleuth-kids.com/explorers/de_leon_printable.pdf>  - Website for Christopher Columbus information - <http://www.britannica.com/EBchecked/topic/127070/Christopher-Columbus> |
| **Assessment**   * How will student learning be assessed? Authentic/Alternative assessments? * Are you using a rubric? * Informal assessment: participation rubrics, journal entries, collaborative planning/presentation notes | **Pre-Assessment:**   * During introduction teacher asks students questions and based on their answers the teacher is able to see what the children already know about the unit.   **Post-Assessment:**   * Using the rubric that is attached, grade the students based off of what they put in their **Explorer’s Journals**. A grade will be given based on if they completed the assignment and answered the question accurately. * The student will also be graded, using a rubric, on the **Explorer’s Bag** and how well they mapped the routes and followed the instructions. |
| Exceptionalities What accommodations do you make for ESOL, Gifted/Talented students, Learning/Reading disabilities, etc | **ESOL/SLD:**   * The PowerPoint is used as a tool for these students so they can visualize the people and objects being talked about. * The gifted/talented students will also be of assistance to the ESOL/SLD students if they need extra help.   **Gifted/Talented:**   * When these students are done they will be able to assist other students in the classroom. |
| Discussion Notes | * I will assign homework: Students will practice their vocabulary by creating flash cards (with pictures). I will suggest for parents to assist their students. * Parent involvement will come with the homework. Day 1 doesn’t require as much parent involvement as the other days. * Students can keep Explorer’s Journal in the classroom unless they still need something to work on that they didn’t finish during the day. * All assignments that students work on in Day 1 will be placed in the Explorer Bag. |